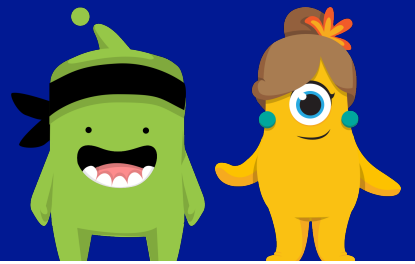
FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

DESIGN TECHNOLOGY CURRICULUM MAP

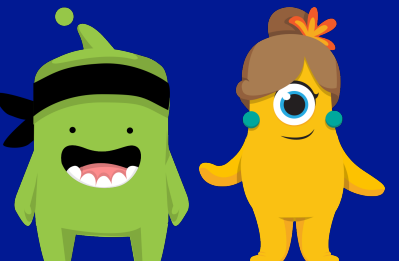
IF YOU CAN DREAM IT, YOU CAN DO IT!



Design Technology Long-Term Sequence Content Progression with our BIG IDEAS (Substantive Concepts)

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Significant Designs and Designers	**EYFS**	**Thomas Malton The Elder**	**Kaffe Fassett**	**Gisela Stromeyer**	**Jamie Oliver**	**George Blanc**	**Tom Kitchin**
AUTUMN 1	**Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.	**Mechanisms** Sliders and levers **How can you make a picture move?**	**Textiles** Exploring shape using template **How can you repurpose an item of clothing?**	**Textiles** Stiffening and strengthening fabric **How can you make a box out of cloth?**	**Food & Nutrition** Ultra processed food **What's really in your food?**	**Food & Nutrition** Food choices **Why are our diets so different?**	**Food & Nutrition** Multicultural influences on food **Can street foods save us?**
AUTUMN 2		**Structures** Freestanding structures **How can you stop a tower from toppling?**	**Food & Nutrition** Nutrients and the body **What does healthy mean?**	**Food & Nutrition** Individual diets **What do we mean by a balanced diet?**	**Mechanisms** Hinges **How many ways are there to open a door?**	**Systems** Using technology to design and control **How can we keep ourselves safe on the road?**	**Mechanisms** Pullets and gears **How do pulleys and gears let you see the world?**
SPRING 1		**Food & Nutrition** Exploring food senses **How does food affect your senses?**	**Mechanisms** Axies and wheels **Are bigger wheels always better?**	**Mechanisms** Levers and linkages- Mechanical advantage **How can you do a lot of work with little effort?**	**Textiles** Fixings and fastenings **How do you keep a tea towel from slipping off a hook?**	**Textiles** Durability of fabric **Which fabric is ideal for creating a functional and hardwearing lunch bag?**	**Food & Nutrition** Food and mood **Does food affect the way you feel?**
SPRING 2		**Understanding Materials** Selecting materials **Can you build with bread?**	**Understanding Materials** Manipulating materials **How can you waterproof a hat?**	**Food & Nutrition** Food as medicine **How does food affect your body and mind?**	**Structures** Designing structures using a frame **Which shapes will give a structure stability?**	**Food & Nutrition** Cultural influences on diet **What can you learn from different cultures' diets?**	**Structures** Designing structures revisited **How strong is a piece of spaghetti?**
SUMMER 1		**Textiles** Joining techniques **How can two squares of fabric keep you warm?**	**Food & Nutrition** Processed food **How healthy is your food?**	**Systems** How things are powered **How are thing powered?**	**Electrical Systems** Switches and circuits **How useful are switches?**	**Structures** Developing structures that are fit for purpose **How are frames strengthened, reinforces and made rigid?**	**Electrical Systems** Complex systems **Can switches perform more than one function?**
SUMMER 2		**Food & Nutrition** Vitamins in food **Why are vegetables the best?**	**Structures** Developing strength in structures **How strong is a piece of paper?**	**Structures** Spanning gaps **What makes a bridge strong?**	**Food and Nutrition** Benefits of fresh food **Is cheap food always worse for you?**	**Mechanisms** Pulleys and gear - Transferring rotational force **How can you lift a car onto a roof?**	**Textiles** Sustainable materials **How can we reduce, recycle and repurpose?**

FLORENCE MELLY COMMUNITY PRIMARY SCHOOL
DESIGN TECHNOLOGY FROM EYFS TO KEY STAGE 1
IF YOU CAN DREAM IT, YOU CAN DO IT!



Design Technology Long-Term Sequence Early Years Foundation Stage to Key Stage 1

Specific Area - Expressive Arts and Design

Early Learning Goals	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	Design technology KS1 National Curriculum
Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.	Scissors Tape Glue Together Safe Stapler Hole punch Treasuring tag Tools Join Combine	Using scissors correctly and safely. Using different types of fixings, selecting the right one for a purpose. (Glue, tape, split pins etc). Safe use of hole punches and staplers. Children become confident using equipment safety and choosing the correct resources for a specific purpose. Using different types of sponges, rollers and different types of paintbrushes.	Workshop/junk modelling in creation station (Fixing and joining) Range of materials for joining. Small and large construction including small loose parts. Fine motor provision - cutting and sticking, tap a shape, nuts and bolts etc Wider provision- For example in role play areas, writing area (e.g. book making) art area using a range of tools. Art/painting area	**Design** Design purposeful, functional, appealing products for themselves and other users based on design criteria. ·Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. **Make** ·Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ·Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics . **Evaluate** ·Explore and evaluate a range of existing products. ·Evaluate their ideas and products against design criteria. **Technical knowledge** ·build structures, exploring how they can be made stronger, stiffer and more stable. ·Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Examples of Structured Story Time and Curriculum Enhancing High-Quality Supplementary Texts